



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10121166
SAU: Bar Harbor School Department
School: Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

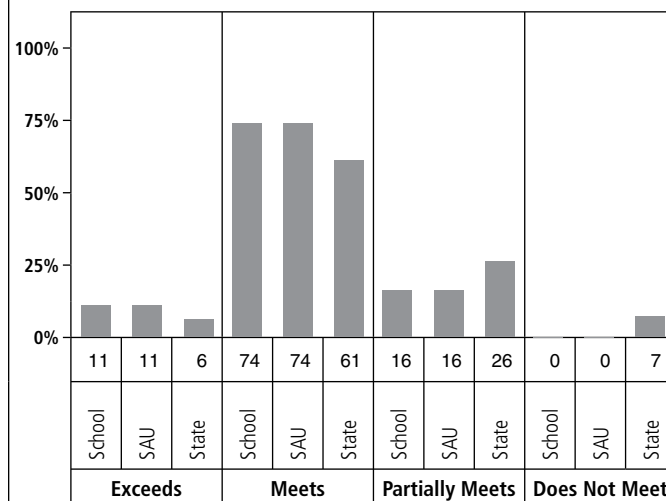
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

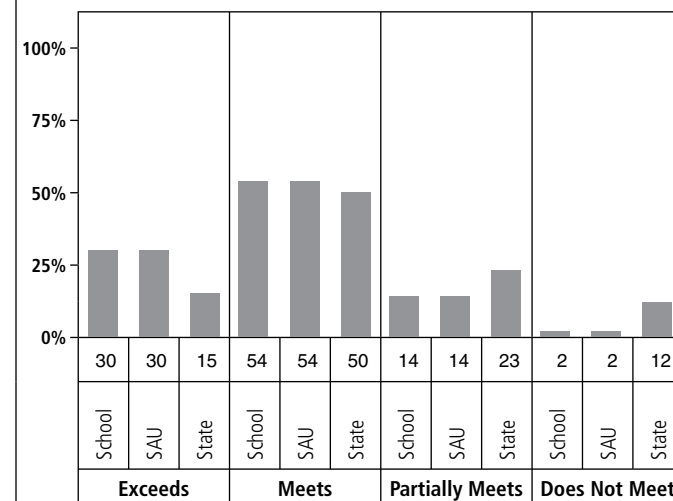
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	550	550	544
2007–2008	551	551	545
2008–2009	551	551	546
Cum. Avg.*	551	551	545
Mathematics			
2006–2007	547	547	546
2007–2008	549	549	546
2008–2009	555	555	547
Cum. Avg.*	551	551	546
Science			
2008–2009 **	550	550	543

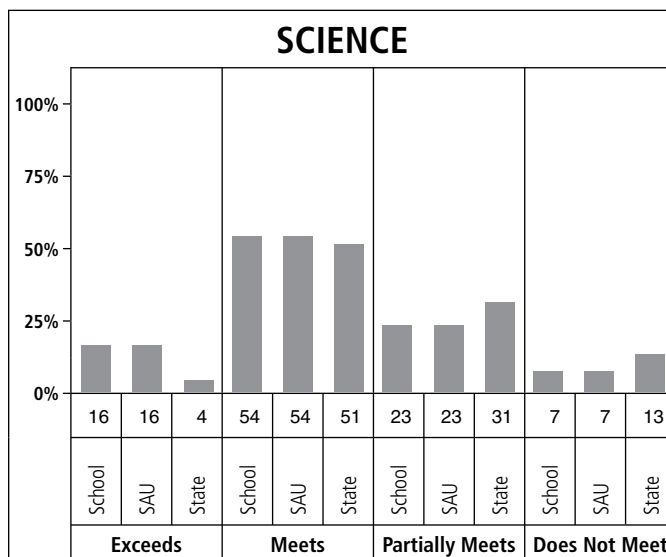
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	57	100	57	100	14212	100	57	100	57	100	14135	100	57	100	57	100	14144	100	57	100	57	100	14137	100
Ethnicity African American/Black	1	2	1	2	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	3	5	3	5	259	2	3	100	3	100	253	98	3	100	3	100	258	100	3	100	3	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	53	93	53	93	13271	93	53	100	53	100	13212	100	53	100	53	100	13211	100	53	100	53	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	4	7	4	7	2479	17	4	100	4	100	2454	100	4	100	4	100	2455	100	4	100	4	100	2451	99
Current LEP	3	5	3	5	374	3	3	100	3	100	359	96	3	100	3	100	370	99	3	100	3	100	366	98
Economically disadvantaged	11	19	11	19	5848	41	11	100	11	100	5815	100	11	100	11	100	5819	100	11	100	11	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	53	93	53	93	10849	76	53	93	53	93	10872	76	54	95	54	95	10976	77
Identified disability (PET/IEP)	1	2	1	2	298	3	1	2	1	2	307	3	2	4	2	4	338	3
LEP	3	6	3	6	170	2	3	6	3	6	169	2	3	6	3	6	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	4	7	4	7	3122	22	4	7	4	7	3124	22	3	5	3	5	3019	21
Identified disability (PET/IEP)	3	75	3	75	1992	64	3	75	3	75	2000	64	2	67	2	67	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	25	1	25	907	29	1	25	1	25	886	28	1	33	1	33	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	8	4	8	702	5
	2007-2008	8	16	8	16	659	5
	2008-2009	6	11	6	11	836	6
	Cum. Total*	18	12	18	12	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	39	78	39	78	7730	55
	2007-2008	35	71	35	71	8195	58
	2008-2009	42	74	42	74	8495	61
	Cum. Total*	116	74	116	74	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	7	14	7	14	4182	30
	2007-2008	5	10	5	10	3800	27
	2008-2009	9	16	9	16	3667	26
	Cum. Total*	21	13	21	13	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008	1	2	1	2	1362	10
	2008-2009	0	0	0	0	973	7
	Cum. Total*	1	1	1	1	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	34.1	71.0	34.1	71.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.6	69.2	16.6	69.2	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	17.4	72.5	17.4	72.5	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	6	11	42	74	9	16	0	0	551	57	11	74	16	0	551	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	3										3						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	53	4	8	40	75	9	17	0	0	550	53	8	75	17	0	550	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2290	0	29	47	23	537
No	53	6	11	41	77	6	11	0	0	551	53	11	77	11	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	3										3						354	1	35	34	30	538
No	54	5	9	40	74	9	17	0	0	550	54	9	74	17	0	550	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	11	2	18	6	55	3	27	0	0	550	11	18	55	27	0	550	5716	2	51	35	12	542
No	46	4	9	36	78	6	13	0	0	551	46	9	78	13	0	551	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	57	6	11	42	74	9	16	0	0	551	57	11	74	16	0	551	13963	6	61	26	7	546
Gender																						
Female	29	4	14	19	66	6	21	0	0	551	29	14	66	21	0	551	6882	8	62	24	6	547
Male	28	2	7	23	82	3	11	0	0	550	28	7	82	11	0	550	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1914	1	41	44	14	540
No	55	6	11	41	75	8	15	0	0	551	55	11	75	15	0	551	12057	7	64	23	6	547
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	562	6	50	50	0	0	562	450	26	72	2	0	557
No	51	3	6	39	76	9	18	0	0	549	51	6	76	18	0	549	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	547	4	0	50	50	0	547	4	2	40	34	24	540
B. less than one hour	86	5	10	37	76	7	14	0	0	551	86	10	76	14	0	551	70	6	63	26	6	546
C. one to two hours	11	1	17	4	67	1	17	0	0	550	11	17	67	17	0	550	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	2	10	18	86	1	5	0	0	552	37	10	86	5	0	552	36	10	67	18	5	549
B. good	53	4	13	20	67	6	20	0	0	551	53	13	67	20	0	551	47	5	62	27	6	546
C. fair	11	0	0	4	67	2	33	0	0	543	11	0	67	33	0	543	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	1	8	11	85	1	8	0	0	551	23	8	85	8	0	551	31	9	65	20	5	548
B. They match some of what I have learned.	68	4	10	28	72	7	18	0	0	550	68	10	72	18	0	550	55	5	63	27	5	546
C. They match just a little of what I have learned.	7	1	25	2	50	1	25	0	0	551	7	25	50	25	0	551	10	3	45	38	14	542
D. There is no match.	2	0	0	1	100	0	0	0	0	556	2	0	100	0	0	556	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	1	10	8	80	1	10	0	0	553	18	10	80	10	0	553	16	3	49	32	15	542
B. about the same as my regular schoolwork	63	1	3	29	81	6	17	0	0	548	63	3	81	17	0	548	64	7	63	25	5	547
C. easier than my regular schoolwork	19	4	36	5	45	2	18	0	0	556	19	36	45	18	0	556	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	2	0	0	0	0	1	100	0	0	540	2	0	0	100	0	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	39	0	0	16	73	6	27	0	0	544	39	0	73	27	0	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	59	6	18	25	76	2	6	0	0	555	59	18	76	6	0	555	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	4	100	0	0	0	0	553	7	0	100	0	0	553	20	10	64	21	5	548
B. 20 minutes to an hour	77	5	12	32	74	6	14	0	0	551	77	12	74	14	0	551	56	7	65	24	5	547
C. less than 20 minutes	11	1	17	4	67	1	17	0	0	548	11	17	67	17	0	548	10	3	52	33	12	543
D. I rarely read at home.	5	0	0	1	33	2	67	0	0	540	5	0	33	67	0	540	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	28	2	13	12	80	1	7	0	0	552	28	13	80	7	0	552	25	3	53	33	11	543
B. six to ten pages	26	2	14	10	71	2	14	0	0	551	26	14	71	14	0	551	26	6	61	26	7	546
C. eleven or more pages	46	2	8	17	68	6	24	0	0	550	46	8	68	24	0	550	49	8	65	23	5	547
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	548	50	0	100	0	0	548						
B.	50	0	0	1	100	0	0	0	0	552	50	0	100	0	0	552						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	4	8	4	8	1711	12
	2007-2008	11	22	11	22	1617	12
	2008-2009	17	30	17	30	2119	15
	Cum. Total*	32	21	32	21	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	29	58	29	58	6778	48
	2007-2008	20	41	20	41	7284	52
	2008-2009	31	54	31	54	7046	50
	Cum. Total*	80	51	80	51	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	28	14	28	3884	28
	2007-2008	15	31	15	31	3341	24
	2008-2009	8	14	8	14	3193	23
	Cum. Total*	37	24	37	24	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	6	3	6	1683	12
	2007-2008	3	6	3	6	1778	13
	2008-2009	1	2	1	2	1638	12
	Cum. Total*	7	4	7	4	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.4	63.3	30.4	63.3	25.5	53.1
A. Number	18	38	12.1	67.2	12.1	67.2	9.8	54.4
B. Data	10	21	6.3	63.0	6.3	63.0	5.2	52.0
C. Geometry	10	21	5.5	55.0	5.5	55.0	4.7	47.0
D. Algebra	10	21	6.5	65.0	6.5	65.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	17	30	31	54	8	14	1	2	555	57	30	54	14	2	555	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	3										3						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	53	15	28	29	55	8	15	1	2	554	53	28	55	15	2	554	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2307	3	32	32	33	536
No	53	17	32	30	57	5	9	1	2	556	53	32	57	9	2	556	11689	17	54	21	8	549
Current LEP																						
Yes	3										3						365	5	33	30	32	536
No	54	16	30	29	54	8	15	1	2	555	54	30	54	15	2	555	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	11	3	27	5	45	2	18	1	9	550	11	27	45	18	9	550	5731	7	46	29	18	542
No	46	14	30	26	57	6	13	0	0	556	46	30	57	13	0	556	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	57	17	30	31	54	8	14	1	2	555	57	30	54	14	2	555	13988	15	50	23	12	547
Gender																						
Female	29	9	31	14	48	6	21	0	0	554	29	31	48	21	0	554	6889	14	51	23	12	546
Male	28	8	29	17	61	2	7	1	4	556	28	29	61	7	4	556	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1918	3	39	36	22	539
No	55	17	31	30	55	7	13	1	2	555	55	31	55	13	2	555	12078	17	52	21	10	548
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	572	6	83	17	0	0	572	450	64	34	2	0	564
No	51	12	24	30	59	8	16	1	2	553	51	24	59	16	2	553	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	100	0	0	0	0	547	4	0	100	0	0	547	4	8	38	26	28	539
B. less than one hour	86	15	31	25	51	8	16	1	2	555	86	31	51	16	2	555	70	15	52	23	10	547
C. one to two hours	11	2	33	4	67	0	0	0	0	561	11	33	67	0	0	561	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	7	44	8	50	1	6	0	0	561	30	44	50	6	0	561	34	28	50	14	8	552
B. good	48	5	19	16	62	4	15	1	4	551	48	19	62	15	4	551	45	11	54	24	10	546
C. fair	19	3	30	4	40	3	30	0	0	552	19	30	40	30	0	552	18	3	45	33	19	540
D. poor	4	1	50	1	50	0	0	0	0	557	4	50	50	0	0	557	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	9	47	7	37	2	11	1	5	558	35	47	37	11	5	558	38	22	52	19	7	550
B. They match some of what I have learned.	54	6	21	20	69	3	10	0	0	555	54	21	69	10	0	555	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	1	20	1	20	3	60	0	0	543	9	20	20	60	0	543	11	6	40	30	24	540
D. There is no match.	2	0	0	1	100	0	0	0	0	546	2	0	100	0	0	546	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	19	1	10	6	60	3	30	0	0	546	19	10	60	30	0	546	17	7	42	30	21	540
B. about the same as my regular schoolwork	56	8	27	17	57	5	17	0	0	554	56	27	57	17	0	554	64	15	53	23	10	547
C. easier than my regular schoolwork	26	7	50	6	43	0	0	1	7	563	26	50	43	0	7	563	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	1	50	1	50	0	0	541	4	0	50	50	0	541	7	6	39	27	27	539
B. 30–45 minutes	48	9	35	14	54	2	8	1	4	556	48	35	54	8	4	556	28	9	49	28	15	544
C. 45–60 minutes	46	7	28	13	52	5	20	0	0	555	46	28	52	20	0	555	41	17	53	21	9	548
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	556	2	0	100	0	0	556	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	35	4	21	12	63	2	11	1	5	553	35	21	63	11	5	553	24	17	52	21	10	548
C. two or three times each month	37	8	40	7	35	5	25	0	0	556	37	40	35	25	0	556	33	17	52	21	9	548
D. never or almost never	28	4	27	10	67	1	7	0	0	555	28	27	67	7	0	555	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	1	11	5	56	3	33	0	0	549	17	11	56	33	0	549	23	13	47	26	15	545
B. two or three days a week	26	4	29	8	57	2	14	0	0	552	26	29	57	14	0	552	31	17	52	21	10	548
C. two or three times each month	37	6	30	13	65	1	5	0	0	557	37	30	65	5	0	557	27	17	52	21	10	548
D. never or almost never	20	5	45	3	27	2	18	1	9	558	20	45	27	18	9	558	20	12	50	24	14	545
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	548	50	0	100	0	0	548						
B.	50	1	100	0	0	0	0	0	0	576	50	100	0	0	0	576						
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	9	16	9	16	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	31	54	31	54	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	13	23	13	23	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	7	4	7	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	32.8	68.3	32.8	68.3	29.2	60.8
D. The Physical Setting	24	50	15.2	63.3	15.2	63.3	12.9	53.8
E. The Living Environment	24	50	17.7	73.8	17.7	73.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	9	16	31	54	13	23	4	7	550	57	16	54	23	7	550	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	3										3						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	53	9	17	27	51	13	25	4	8	549	53	17	51	25	8	549	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2309	2	29	39	29	536
No	53	9	17	30	57	12	23	2	4	551	53	17	57	23	4	551	11686	5	56	30	10	545
Current LEP																						
Yes	3										3						361	1	23	32	44	533
No	54	9	17	29	54	12	22	4	7	550	54	17	54	22	7	550	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	11	1	9	5	45	4	36	1	9	544	11	9	45	36	9	544	5729	2	42	37	20	539
No	46	8	17	26	57	9	20	3	7	551	46	17	57	20	7	551	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	57	9	16	31	54	13	23	4	7	550	57	16	54	23	7	550	13987	4	51	31	13	543
Gender																						
Female	29	4	14	14	48	8	28	3	10	547	29	14	48	28	10	547	6886	4	49	33	14	542
Male	28	5	18	17	61	5	18	1	4	552	28	18	61	18	4	552	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1917	1	31	41	28	536
No	55	9	16	31	56	12	22	3	5	550	55	16	56	22	5	550	12078	5	55	30	11	544
Gifted/talented program																						
Yes	6	1	17	5	83	0	0	0	0	558	6	17	83	0	0	558	450	25	72	2	1	557
No	51	8	16	26	51	13	25	4	8	549	51	16	51	25	8	549	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	549	4	0	50	50	0	549	4	2	37	35	25	538
B. less than one hour	86	8	16	27	55	10	20	4	8	550	86	16	55	20	8	550	70	4	53	31	12	544
C. one to two hours	11	1	17	3	50	2	33	0	0	549	11	17	50	33	0	549	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	1	7	5	36	6	43	2	14	543	26	7	36	43	14	543	26	7	56	26	11	545
B. good	54	5	17	18	62	4	14	2	7	551	54	17	62	14	7	551	53	4	53	31	11	544
C. fair	17	3	33	4	44	2	22	0	0	554	17	33	44	22	0	554	18	2	41	39	17	540
D. poor	4	0	0	1	50	1	50	0	0	548	4	0	50	50	0	548	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	17	1	11	4	44	3	33	1	11	545	17	11	44	33	11	545	23	5	56	28	11	544
B. They match some of what I have learned.	51	5	19	13	48	8	30	1	4	550	51	19	48	30	4	550	48	5	52	31	12	544
C. They match just a little of what I have learned.	26	3	21	7	50	2	14	2	14	549	26	21	50	14	14	549	23	4	49	33	14	543
D. There is no match.	6	0	0	3	100	0	0	0	0	557	6	0	100	0	0	557	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	19	3	30	4	40	3	30	0	0	554	19	30	40	30	0	554	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	2	7	17	57	8	27	3	10	546	57	7	57	27	10	546	58	4	52	32	12	543
C. easier than my regular schoolwork	25	4	31	6	46	2	15	1	8	553	25	31	46	15	8	553	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	85	8	18	22	49	12	27	3	7	550	85	18	49	27	7	550	33	5	51	31	14	543
B. a few times a week	15	1	13	5	63	1	13	1	13	547	15	13	63	13	13	547	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	18	0	0	6	67	3	33	0	0	543	18	0	67	33	0	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	18	2	22	5	56	1	11	1	11	549	18	22	56	11	11	549	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	29	4	29	7	50	3	21	0	0	555	29	29	50	21	0	555	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	35	2	12	7	41	6	35	2	12	547	35	12	41	35	12	547	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	63	4	13	17	53	8	25	3	9	547	63	13	53	25	9	547	47	4	51	32	12	543
B. a few times a month	25	3	23	7	54	3	23	0	0	553	25	23	54	23	0	553	27	5	54	30	11	544
C. once a month	6	0	0	0	0	2	67	1	33	531	6	0	0	67	33	531	10	5	49	30	15	543
D. never or almost never	6	1	33	2	67	0	0	0	0	559	6	33	67	0	0	559	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	69	6	18	17	50	8	24	3	9	550	69	18	50	24	9	550	46	4	52	32	12	543
B. a few times a month	22	1	9	6	55	3	27	1	9	546	22	9	55	27	9	546	28	5	53	30	12	544
C. once a month	6	0	0	2	67	1	33	0	0	543	6	0	67	33	0	543	11	4	47	34	15	542
D. never or almost never	2	0	0	1	100	0	0	0	0	548	2	0	100	0	0	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	548	50	0	100	0	0	548						
B.	50	0	0	1	100	0	0	0	0	558	50	0	100	0	0	558						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number